



AGENDA

1. **Call To Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Approval of Agenda and Consent Agenda**

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda items are as follows:

 - a. Policy Updates 3
 - b. Title I Parent and Family Engagement Plan 15
 - c. Human Resource Services 21
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 - e. Board Minutes 24
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5. **Reports from Organizations**
 - a. PACT Student Council Representative 29
Caleb Franklin and Violet Sweet
6. **Recognitions and Retirements**
 - a. PACT Employee of the Month 31
7. **Teaching and Learning**
 - a. PACT Spotlight Presentation 33
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8. **Administrative Reports and Recommendations**
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 - ii. Human Resources and Operations Report 57
 - c. Elementary Principal Report 59
 - d. Secondary Principal Report 60
 - e. Communication and Community Engagement Report



Board of Directors

Regular School board meeting- October 2, 2025 at 7:00 PM
Secondary Campus Room B103 Media Center
7729 161st Avenue Northwest
Ramsey, MN 55303
[Livestream](#)

9. **Other Board Action**
 - a. Board Chair Report
 - b. Other Board Reports
10. **Adjourn**

504 - Dress Code Policy

I. PURPOSE

The purpose of this policy is to provide a safe and productive learning environment with limited distractions and contribute to an atmosphere of respect for everyone in the building through a dress code expectation policy.

II. GENERAL STATEMENT OF POLICY

- A. All clothing is subject to the discretion of the staff, Discipline Liaison, ISC Monitor, or Administration.
- B. Apparel distracting the learning environment (or a potential danger to themselves or others) is prohibited. Dress for school should be modest, respectful, clean, and in good condition. It should also allow for safe movements in the hallways, stairwells, and in all classes. Apparel that is a distraction to the learning environment includes but is not limited to:
 - 1. **All clothing** with double meanings, or innuendos about drugs, images of weapons, alcohol, tobacco, violence, sex, or gangs. No messages that target any groups or individuals in a demeaning manner are allowed.
 - 2. **Head coverings** (i.e., hats, skullcaps, bandanas, scarves) should not be worn in class. **Hats and bandanas will be permitted only on the last day of the week and during spirit week** (excluding field trips, unless the weather dictates otherwise) or for religious or medical needs, and should not be a distraction to the learning environment. Sweatshirt hoods are not allowed to be worn on the head.
 - 3. **Pajamas and costumes** are not to be worn to school except for designated spirit days.
 - 4. **Shirts** must provide coverage of the upper body, regardless of movement. Shirts must cover all undergarments at all times (including dress for physical education classes). Sleeveless garments that cover the torso are allowed if straps cover undergarments.
 - 5. **See-through clothing** is allowed when undergarments are covered by a tank or tee (but not a camisole with spaghetti straps). For example, a tank or tee must be worn to cover the midriff and undergarments under sheer clothing. Camisoles may be worn under non-sheer fabric.
 - 6. **Pants** must be worn in a manner that undergarments are not visible regardless of movement, including through holes or spots. Pants with exposed holes higher than fingertips must be repaired or covered.
 - 7. **Shorts/Skirts/Dresses** must be at least fingertip length (includes the height of a slit in clothing).
 - 8. **Shoes** are to be worn at all times.
 - 9. Students are encouraged to **keep a sweater or sweatshirt in their locker** in case they get cold or are asked to modify clothing due to dress code violations.
- C. If clothes are found to be inappropriate, students will be REQUIRED to modify clothing.

Any student receiving multiple warnings may be subject to disciplinary action (see 506 - Discipline Policy).

Original Creation Date: Unknown

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: October 2, 2025

Year Reviewed: 2022-2023

508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.

B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:

1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.

C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the summer;
2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
3. Experience with other students with similar instructional needs.

D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.

2. The student's degree of impairment.
3. The student's rate of progress.
4. The student's behavioral or physical problems.
5. The availability of alternative resources.
6. The student's ability and need to interact with nondisabled peers.
7. The areas of the student's curriculum which need continuous attention.
8. The student's vocational needs.

E. No Unilateral Decisions.

In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.

F. Services to Nonresident Students Temporarily Placed in School District.

A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References:

Minn. Stat. § 125A.14 (Extended School Year)

Minn. Rules Part 3525.0755

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

34 C.F.R. Part 300 (Assistance to States for the Education of Children with Disabilities)

Cross References: None

PACT Charter School

Original Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

510 SCHOOL ACTIVITIES

I. PURPOSE

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, and emotional well-being. They are of secondary importance in relation to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. RESPONSIBILITY

- A. The PACT School Board expects all students who participate in school-sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The PACT School Board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal, or unsportsmanlike behavior at these activities or events.
- C. The Superintendent, or their designee, shall be responsible for disseminating information needed to inform students, parents, staff, and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. Those employees who conduct MSHSL activities shall be responsible for familiarizing students and parents with all applicable rules, penalties, and opportunities.
- E. The Superintendent, or their designee, shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.
- F. The administration will manage student activity funds in accordance with state requirements and regulations to administer this policy.

IV. NON-SPONSORED STUDENT ACTIVITIES

Students may participate in non-sponsored student activities on a voluntary basis outside of instructional time. Non sponsored activities may use school district logos only with permission of a school principal or site leader.

Legal References: Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Cross References: MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)

Original Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

705 - PURCHASING, PROCUREMENT, and CONTRACTING

PURPOSE

This policy establishes procedures for carrying out purchasing, procurement, and contracting functions for PACT Charter School. Its purpose is to efficiently use public funds and ensure compliance with all applicable state and federal laws, including Minn. Stat. 124E.26, Subd. 4, regarding procurement using state funds.

GENERAL STATEMENT OF POLICY

It is the policy of the PACT School Board of Directors to utilize resources to the greatest benefit of our student's education and to establish procedures for all expenditures made with charter school funds to ensure efficiency, economy, legal compliance, internal control, ethical behavior by all staff members, and fairness in dealing with vendors.

CONFLICT OF INTEREST

Notwithstanding anything in this policy to the contrary, PACT Charter School shall not enter into any contract or agreement that does not align with the provisions of Section III.

- **Minn. Stat. 124E.14:** No member of the PACT School Board of Directors, employee, officer, or agent of PACT Charter School shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when:
 - the board member, employee, officer, or agent;
 - the immediate family member of the board member, employee, officer, or agent;
 - the partner of the board member, employee, officer, or agent; or
 - an organization that employs, or is about to employ any individual in clauses (1) to (3),

has a financial or other interest in the entity with which PACT Charter School is contracting. A violation of this prohibition renders the contract void. The foregoing does not apply to compensation paid to a teacher employed as a teacher by PACT or a teacher who provides instructional services to PACT through a cooperative formed under chapter 308A when the teacher also serves on the PACT School Board of Directors.

1. **Minn. Stat. 124E.07, Subd. 3(e):** A contractor providing facilities, goods, or services to PACT Charter School must not serve on the PACT School Board of Directors. In addition, an individual is prohibited from serving as a member of the board of directors if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom PACT contracts, directly or indirectly, for professional services, goods, or facilities; or (2) an immediate family member is an employee of the school. An individual may serve as a member of the School Board of Directors if no conflict of interest exists under this paragraph, consistent with this section.
2. **Minn. Stat. 124E.10, Subd. 2(a):** PACT Charter School must disclose to the commissioner any potential contract, lease, or service purchase from the school's authorizer or a current board member, employee, contractor, volunteer, or agent of PACT's authorizer. The contract, lease, or purchase must be accepted through an open bidding process and be separate from the school contract. PACT must document the open bidding process. An authorizer must not enter into a contract to provide management and financial services to a school it authorizes,

unless the school documents receiving at least two competitive bids. This paragraph does not apply to a charter school or an authorizer when contracting for legal services from a lawyer who provides professional services to the charter school or authorizer and who is subject to the Minnesota Rules of Professional Conduct.

3. **GENERAL PROCUREMENT PROVISIONS**

- **Authorization:** The Superintendent, in conjunction with the School Board of Directors (hereinafter referred to as the "board"), is responsible for overseeing the procurement process, including the establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board.

Individual school employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school's board-approved budget, provided that in all cases, the board retains authority to disapprove any expenditure for any reason at the sole discretion of the board:

- Any school employee may purchase goods (but not services) for use in connection with school operations where the expenditure is less than \$1,000. PACT may issue credit or debit cards to individual employees for these expenditures.
- In addition to the foregoing, the superintendent may execute a purchase or procurement that requires the expenditure of up to \$75,000.
- **Scope:** Purchasing procedures apply to the procurement of equipment, supplies, and services, including services provided by vendors and by individuals engaged by the school as independent contractors (i.e., individuals who receive a form 1099 rather than a form W-2). Purchasing procedures do not apply to hiring employees (i.e., individuals who receive a W-2).
- **Documentation:** The superintendent shall design and implement procedures to create and preserve documentation, establishing that all procurement is implemented in accordance with this policy. The superintendent will provide such documentation to the board upon their request.
- **Economy:** Good business practice dictates that products will be purchased for the lowest price for acceptable quality. Lower prices can be achieved through researching prices, cultivating business relationships, negotiating price contracts, buying in quantity, competitive quotation, or formal bid process.
- **Best Value:** The school shall endeavor in all cases to obtain the best value in all purchase or procurement decisions, taking into account the price, quality, and quantity of the goods or services being purchased or procured, along with consideration of other criteria, which may include, but are not limited to:
 - the vendor's or contractor's knowledge or expertise with respect to services as evidenced by performance on previous projects;
 - the quality and timeliness of the vendor's or contractor's performance on previous projects;
 - the level of customer satisfaction with the vendor's or contractor's performance on previous projects;
 - the vendor's or contractor's record of performing previous projects on budget and ability to minimize cost overruns;
 - the vendor's or contractor's ability to minimize change orders;
 - the vendor's or contractor's ability to prepare appropriate project plans;
 - the vendor's or contractor's technical capabilities;
 - the individual qualifications of the contractor's key personnel; or
 - the vendor's or contractor's ability to assess and minimize risks.

PURCHASES OF GOODS USING STATE FUNDS

The following will govern purchases of goods using state funds. The school shall not break up any purchase into smaller component purchases to avoid the threshold in this Section V. In all cases, the school shall endeavor to complete each purchase in a manner that obtains the best value for the school, considering the factors enumerated in Section IV, above.

1. **Purchases Less than \$25,000.** The superintendent shall be responsible for implementing purchases within these limits. When reasonably practicable, the superintendent shall use processes to obtain competitive market rates or purchase at reasonably competitive prices or rates.
2. **Purchases of \$25,000 - \$175,000.** Charter schools can use "competitive procurement," which means a sealed bidding process, or they can use "direct negotiations" between two or more vendors. Prior to any purchase of \$25,000 or above, the superintendent shall follow a competitive procurement process or obtain bids or quotations from at least two sellers or vendors or, if market conditions for a purchase are such that sellers or vendors will not respond to a request for bids or quotations, shall otherwise endeavor to compare the prices of a least two sellers or vendors, in all cases endeavoring to ensure that each of the bids, quotes, or comparison prices reflects substantially equal quantity and quality.
3. **Purchases greater than \$175,000** a competitive procurement process using sealed bid is required.
 - a. To solicit bids or quotations the superintendent (i) shall post a request for bids or quotations on a public portion of PACT's website, or utilize another public posting mechanism as reasonably determined by the superintendent, and (ii) shall deliver solicitations to two or more potential vendors. The superintendent shall provide a reasonable time period, and in no event fewer than five (5) business days, for response to any solicitation of or posting for bids or quotations.
 - b. If, after such a reasonable time period, the superintendent has yet to receive two or more bids or quotations for the goods to be purchased, the superintendent shall use reasonably prudent inquiry to ascertain the price for such goods from two or more vendors.
 - c. If, after complying with all of the foregoing, the superintendent is able to locate only a single seller, vendor, or supplier from which to purchase any particular good, the superintendent shall, to the extent reasonably practicable, endeavor to negotiate for the most favorable price that may be obtained from such vendor.

PROCUREMENT OF SERVICES USING STATE FUNDS

The following will govern procurement of services using state funds. The school shall not break up any procurement into smaller component purchases to avoid the threshold in this Section VI. In all cases, the school shall endeavor to complete each purchase in a manner that obtains the best value for PACT, taking into account the factors enumerated in Section IV, above.

In determining the amount of a contract for services, the total cost of the contract under its stated term shall apply. For contracts that have an annual price but a multi-year term, or include an automatic annual renewal (or so-called "evergreen") provision, the total of all years shall apply. Under no circumstances will PACT enter into a multi-year or automatic annual renewal agreement with an outside term greater than five (5) years; provided that the foregoing limit will not apply to a lease for school facilities.

1. **Procurement Less than \$25,000.** The superintendent shall be responsible for implementing procurement within these limits. When reasonably practicable, the

superintendent shall use processes to obtain “best value” prices or rates and maintain records documenting efforts to obtain “best value.” The foregoing shall apply to contracts for services where the total cost of services cannot be determined because the cost is dependent upon periodic or “as-needed” requests for services by PACT, at its discretion, and the following are true: (a) the contract does not require an advance payment or deposit, and (b) the contract or the services may be terminated without cause at any time by PACT.

2. **Procurement of \$25,000 Or More.** Prior to entering into an agreement to procure a service of \$25,000 or more, the superintendent shall obtain bids or quotations from at least two vendors or contractors, if market conditions for acquiring a particular service are such that vendors or contractors will not respond to a request for bids or quotations, shall otherwise endeavor to compare the prices of a least two vendors or contractors, in all cases endeavoring to ensure that each of the bids, quotes, or comparison prices reflects substantially equal quantity and quality consistent with the “best value” factors outlined above in this Section VI.
 3. To solicit bids or quotations the superintendent (i) shall post a request for bids or quotations on a public portion of PACT’s website or utilize another public posting mechanism as reasonably determined by the superintendent, and (ii) shall deliver solicitations directly to two or more potential vendors or contractors. The superintendent shall provide a reasonable time period and in no event fewer than five (5) business days for response to any solicitation of or posting for bids or quotations.
 4. If, after such a reasonable time period, the superintendent has not received two or more bids or quotations for the service to be procured, the superintendent shall use reasonably prudent inquiry to ascertain the price for such goods from two or more vendors or contractors.
 5. If (i) after complying with all of the foregoing the superintendent is able to locate only a single vendor or contractor from which to procure a particular service, or (ii) due to the nature of the services being procured, the market for such services is such that there is only one vendor or contractor to supply such service, the superintendent shall, to the extent reasonably practicable, endeavor to negotiate for the most favorable price that may be obtained from such vendor or contractor.
1. **USE OF FEDERAL FUNDS** [Effective October 1, 2024]
 1. **Procurement Methods.** There are three types of procurement methods 1) informal (for micro-purchases and simplified acquisitions) 2) formal (through sealed bids or proposals) and 3) noncompetitive. For all of these methods, the recipient or subrecipient must maintain and use documented procurement procedures.
 2. **Informal Procurement Methods for Small Purchases.**
 1. Micro-purchases: the aggregate amount of the procurement transaction does not exceed \$10,000, which may be increased to \$50,000 on an annual basis if the recipient or sub-recipient self-certifies and provides supporting documentation. Micro-purchases may be awarded without soliciting competitive price or rate quotes if the recipient or subrecipient considers the price reasonable based on research, experience, purchase history, or other information; and maintains documentation to support its conclusion.
 2. Simplified Acquisitions: for procurement transactions in which the aggregate dollar amount of the procurement transaction is higher than the micro-purchase threshold (\$10,000, or \$50,000, if applicable), but lower than \$250,000. In simplified acquisitions, the price or rate quotes must be obtained from an adequate number of qualified sources. The recipient or subrecipient may exercise judgment in determining what number is adequate.
 3. **Formal Procurement Methods.** The recipient or subrecipient is required to use one of the following formal procurement methods when the value of the procurement transaction exceeds the simplified acquisition threshold of the recipient or subrecipient. This method requires competition and public notice.
 1. Sealed Bids. Preferred for procuring construction services. Bids are publicly solicited through an invitation and a firm fixed-priced contract (lump sum or unit price) is

awarded to the responsible bidder whose bid conforms with all the material terms and conditions of the invitation and is the lowest in price. Sealed bids are appropriate when:

- A complete, adequate and realistic specification or purchase description is available;
- Two or more responsible bidders have been identified as willing and able to compete effectively for the business; and
- The procurement lends itself to a firm-fixed-price contract, and the selection of the successful bidder can be made principally on price

If sealed bids are used, the following requirements apply:

- Bids must be solicited from an adequate number of qualified sources, providing them with sufficient response time prior to the date set for opening the bids. Unless specified by the Federal agency, the recipient or subrecipient may exercise judgment in determining what number is adequate;
 - The invitation for bids must define the items or services with specific information, including any required specifications, for the bidder to properly respond;
 - All bids will be opened at the time and place prescribed in the invitation for bids.
 - A firm-fixed-price contract is awarded in writing to the lowest responsive bid and responsible bidder. When specified in the invitation for bids, factors such as discounts, transportation cost, and life-cycle costs must be considered in determining which bid is the lowest. Payment discounts must only be used to determine the low bid when the recipient or subrecipient determines they are a valid factor based on prior experience.
 - The recipient or subrecipient must document and provide a justification for all bids it rejects.
1. Proposals. Used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. They are awarded in accordance with the following requirements:
 - Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered.
 - The recipient or subrecipient must have written procedures for conducting technical evaluations and making selections.
 - Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the recipient or subrecipient considering price and other factors; and
 - The recipient or subrecipient may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby the offeror's qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where the price is not used as a selection factor, can only be used to procure architectural/engineering (A/E) professional services. The method may not be used to purchase other services provided by A/E firms that are a potential source to perform the proposed effort.
- **Noncompetitive Procurement.** There are specific circumstances in which the recipient or subrecipient may use a noncompetitive procurement method. The noncompetitive procurement method may only be used if one of the following circumstances applies:
 - The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold (see paragraph (a)(1) of this section);

- The procurement transaction can only be fulfilled by a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
- The recipient or subrecipient requests in writing to use a noncompetitive procurement method, and the Federal agency or pass-through entity provides written approval; or
- After soliciting several sources, competition is determined inadequate.
- **Contracting with small and minority firms, women's business enterprises, and labor surplus area firms, pursuant to 2 CFR § 200.321.** Non-Federal entities will take all necessary affirmative steps to assure that small and minority firms and women's business enterprises are used when possible. Affirmative steps include:
 - Placing qualified small and minority business and women's business enterprises on solicitation lists;
 - Assuring that small and minority business and women's business enterprises are solicited whenever they are potential sources;
 - Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business, and women's' business enterprises;
 - Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority business, and women's business enterprises;
 - Using the services and assistance of the Small Business Administration, and the Minority Business Development Agency of the Department of Commerce.
 - Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in a-e above.
- **Contract Cost, Price, and Monitoring by the non-Federal Entity.**
 - The non-Federal entity must perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-Federal entity must make independent estimates before receiving bids or proposals.
 - The non-Federal entity must negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
 - Costs or prices based on estimated costs for contracts under the Federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the non-Federal entity under federal regulations. The non-Federal entity may reference its own cost principles that comply with the Federal cost principles.
 - The cost plus a percentage of cost and percentage of construction cost methods of contracting must not be used.
 - The non-Federal entity is responsible for oversight of the operations of the Federal award supported activities. The non-Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved. Monitoring by the non-Federal entity must cover each program, function or activity. See also 2 C.F.R § 200.332.

RECORDS TO BE MAINTAINED

- **Public Data.** All records of PACT Charter School expenditures are considered “public data” under Minn. Stat. Chapter 13 (the “**Minnesota Government Data Practices Act**” or the “**Act**”). PACT will create, maintain, and preserve such records in accordance with the Act.
- **Record Retention Requirements for Federal Awards.** The recipient and subrecipient must retain all Federal award records for three years from the date of submission of their final financial report. For awards that are renewed quarterly or annually, the recipient and subrecipient must retain records for three years from the date of submission of their quarterly or annual financial report, respectively. Records to be retained include but are not limited to, financial records, supporting documentation, and statistical records. Federal agencies or pass-through entities may not impose any other record retention requirements except for the following:
 - If submitted for negotiation. When a proposal, plan, or other computation must be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the date of submission.
 - If not submitted for negotiation. When a proposal, plan, or other computation is not required to be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.
 - The records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken if any litigation, claim, or audit is started before the expiration of the three-year period.
 - When the recipient or subrecipient is notified in writing by the Federal agency or pass-through entity, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs to extend the retention period.
 - The records for property and equipment acquired with the support of Federal funds must be retained for three years after final disposition.
 - The three-year retention requirement does not apply to the recipient or subrecipient when records are transferred to or maintained by the Federal agency.
 - The records for program income earned after the period of performance must be retained for three years from the end of the recipient's or subrecipient's fiscal year in which the program income is earned. This only applies if the Federal agency or pass-through entity requires the recipient or subrecipient to report on program income earned after the period of performance in the terms and conditions of the Federal award.
 - The records for indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates) must be retained according to the applicable option below:

Original Creation Date: October 11, 1994

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 6, 2025

Year Reviewed: 2024-2025

Title I Parent and Family Engagement Plan 2025–2026



P A C T
Charter School

PACT Charter School is dedicated to providing a high-quality education by partnering with parents and the school community. Recognizing parents as their child's first teacher and a vital component of academic success, PACT Charter School is committed to actively involving families to foster a positive relationship between home and school.

SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN REQUIRED COMPONENTS

1. PACT Charter School will jointly develop/revise with parents the Title I Parent and Family Engagement Plan and distribute it to parents of participating children and make the plan available to the local community.
 - Activity/Activities – Title I Parent Advisory Panel / District Advisory Committee (DAC)/PACT School Board
 - Date/Dates – September 3, 2025, September 11, 2025, October 2, 2025
 - Contact Persons – Johanna Santiago (Interventionist), Michelle Jones (Interventionist), Teresa Widen (DAC Administrative Lead), Jacq Washburn (Parent Liaison)
 - Phone Number – 763-712-4200
2. PACT Charter School will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Activity/Activities – Reading Intervention Informational Parent Meeting
 - Date/Dates – October 14, 2025
 - Contact Person(s) – Teresa Widen (Executive Director of Teaching and Learning), Johanna Santiago, Michelle Jones
 - Phone Number – 763-712-4200
3. PACT Charter School will offer a number of flexible meeting options, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
 - Activity/Activities/Dates – Elementary Open House/August 21, 2025; DAC Meetings/August 2025 - May 2026; Volunteer training/August-September, 2025-2026, as needed
 - Contact Person(s) – Teresa Widen, Adam Schaak (Community Education Coordinator)
 - Phone Number – 763-712-4200
4. PACT Charter School will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Title I Schoolwide Program, section 1112, schoolwide under section 1114, and the process of the school review and improvement under section 1116.
 - Activity/Activities – Title I Parent Advisory Panel (September 3, 2025 and as needed), DAC meetings, PACT School Board meetings
 - Date/Dates – Monthly meetings August 2025 – October 2025, and as needed

- Contact Person(s) – Teresa Widen, Jenelle Moehn (Assistant Director of Teaching and Learning), Johanna Santiago, Michelle Jones
 - Phone Number– 763-712-4200
5. PACT Charter School will provide parents of participating children:
- a. Timely information about programs under this part;
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- Activity/Activities – Teachers and Interventionists are available at Open House, conferences, and upon request; Reading Intervention Informational Parent Meeting.
 - Date/Dates – August 21, 2025, September 23 & 25, 2025, and February 10 & 12, 2026, October 14, 2025
 - Contact Person(s) – Teresa Widen, Johanna Santiago, Michelle Jones, classroom teachers (Main office will direct)
 - Phone Number 763-712-4200
6. If the schoolwide program plan is not satisfactory to the parents of participating children, parents can submit comments on the plan when the school makes the plan available each fall.

REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

1. Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement;
2. Provide frequent reports to parents on their children's progress; and
3. Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Activity/Activities – Goal setting conferences/ student-led conferences, quarterly report cards, teachers available upon request
 - Date/Dates – September 23 & 25, 2025, and February 10 & 12, 2026

- Contact Person(s) – Classroom teachers, Johanna Santiago, Michelle Jones, Lara Bronson (Elementary Principal)
- Phone Number - 763-712-4200

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, each school under this part:

1. Shall assist the parents of children served by the school, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Activity/Activities - Goal setting conferences / student-led conferences, quarterly report cards, teachers available upon request
 - Date/Dates – September 23 & 25, 2025, and February 10 & 12, 2026
 - Contact Person(s) – Classroom teachers, Lara Bronson
 - Phone Number - 763-712-4200
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - Activity/Activities – Conferences; Teacher Resources
 - Date/Dates - September 23 & 25, 2025, and February 10 & 12, 2026; Ongoing
 - Contact Person(s) – Classroom teachers, Johanna Santiago, Michelle Jones
 - Phone Number - 763-712-4200
3. Shall educate teachers, pupil services personnel, directors, and other staff, with the assistance of parents, on the value and utility of contributions of parents, and on how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - Activity/Activities – Staff development
 - Date/Dates – August 2025 - June 2026, Designated Staff Development Days
 - Contact Person(s) – Lara Bronson, Teresa Widen, Jenelle Moehn
 - Phone Number - 763-712-4200
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities
 - Activity/Activities – DAC meetings, Back-to-School Bash, Elementary Math/Literacy Night
 - Date/Dates - Throughout the 2025-2026 school year, September 12, 2025, January 29, 2026.
 - Contact Person(s) – Teresa Widen, Lara Bronson, Julie Grawey (President of Parent Teacher Organization)
 - Phone Number- 763-712-4200

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
 - Activity/Activities – ParentSquare communications; Monthly newsletters; parent/teacher conferences – interpreters available upon request, PACT website – pactcharter.org, Multilingual Information Night - Winter 2026
 - Date/Dates - September 23 & 25, 2025, and February 10 & 12, 2026
 - Contact Person(s) – Johanna Santiago, Michelle Jones, Kayla Marks (English Language Teacher), Marie Dillon (English Language Teacher), Jenelle Moehn
 - Phone Number - 763-712-4200
6. Shall provide such other reasonable support for parental involvement activities under this as parents may request.
 - Activity/Activities – DAC meetings, Parent Volunteer Training/Teacher Assistant training, ParentSquare Volunteer Group
 - Date/Dates – DAC/Aug. 2025- May 2026; Volunteer training/as needed
 - Contact Person(s) – Adam Schaak, Teresa Widen, Jacq Washburn
 - Phone Number - 763-712-4200

ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, PACT Charter School, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- Activity/Activities – Interpreters available upon request, ParentSquare Communication
- Date/Dates - Upon Request
- Contact Person(s) – Jenelle Moehn
- Phone Number – 763-712-4200

ADOPTION

This PACT Charter School Family Engagement Plan has been developed jointly with and agreed on with parents of children participating in Title I programs, as evidenced by meeting minutes.

The Family Engagement Plan was developed and approved by PACT Charter School on October 2, 2025 and will be in effect for the period of the 2025-2026 school year. The school will distribute this Family Engagement Plan to all parents of participating Title I children and make it available to the community on or before October 14, 2025.



Signature of Title I Authorized Representative

Date

These parents and staff were involved with the development of this document:

Johanna Santiago - Staff/Parent

Michelle Jones - Staff

Teresa Widen - Staff

Jenelle Moehn - Staff

Jamie Wilson - Parent

Agenda Date	Last Name/Agency	First Name	Position	Current Pay Rate	New Pay Rate	Fiscal Year	Effective Date of change	Payroll Effective Date
10/2/2025	Carey	Sara	Community Ed Instructor		\$25/hour	2025-2026 School Year	09/05/2025	9/25/2025
10/2/2025	Gray	Dalonda	Food Service Server		\$14.86/hour	2025-2026 School Year	09/03/2025	9/25/2025
10/2/2025	Landis	Catherine	Interventionist Teacher		\$ 62,288.00	2025-2026 School Year	09/04/2025	9/25/2025
10/2/2025	Landis	Catherine	Resignation: Interventionist Teacher	\$ 62,288.00		2025-2026 School Year	09/05/2025	9/25/2025
10/2/2025	Beverly	Jenna	Resignation: MS Volleyball Coach	\$1925/season		2025-2026 School Year	08/03/2025	8/25/2025
10/2/2025	Ellingson	Mark	Resignation: MS Volleyball Coach	\$1925/season		2025-2026 School Year	09/03/2025	9/25/2025
10/2/2025	Suggs	Mark	Behavior Paraprofessional		\$31.69/hour	2025-2026 School Year	09/16/2025	10/10/2025
10/2/2025	Suggs	Mark	Middle School Boys Basketball Coach		\$2117.50 /season	2025-2026 School Year	10/20/2025	11/10/2025
10/2/2025	Anderson	Alyssa	Termination: Paraprofessional	\$21.09/hour		2025-2026 School Year	09/11/2025	9/25/2025
10/2/2025	Andrew	Perovich	In-House Building Substitute Teacher		\$202.38/day	2025-2026 School Year	09/17/2025	10/10/2025
10/2/2025	Piper	Karsten	Speech Coach		\$4000/season	2025-2026 School Year	10/01/2025	10/24/2025
10/2/2025	Justin	Dziedzic	In-House Building Substitute Teacher		\$202.38/day	2025-2026 School Year	09/22/2025	10/10/2025
10/2/2025	Janet	Quinn	On-Call Substitute Teacher		\$175/day	2025-2026 School Year	09/23/2025	10/10/2025
10/2/2025	Steve	Ellis	Resignation: Middle School Basketball coach	\$2117.50/season		2025-2026 School Year	09/18/2025	10/10/2025
10/2/2025	Nathan	Johnson	On-Call Substitute Teacher		\$175/day	2025-2026 School Year	09/25/2025	10/10/2025
10/2/2025	Eveeh	Thao	In-House Building Substitute Teacher		\$202.38/day	2025-2026 School Year	10/01/2025	10/24/2025

**School Board
Approval:**

Date:



Facilitated by: Greg Danger, BFC chair

Submitted by: Tracy Peters, BFC vice-chair and PACT COO

ATTENDANCE

Name	Position	Arrival	Departure
Greg Danger	Committee Chair Parent	5:40 p.m.	8:17 p.m.
Tracy Peters	Committee Vice-Chair COO Parent	5:40 p.m.	8:17 p.m.
Nathan Plack	Treasurer Parent	5:40 p.m.	8:17 p.m.
Brad Lawrence	Member Community Member	5:40 p.m.	7:10 p.m.
Jay Rosenthal	Member Parent	5:40 p.m.	8:17 p.m.
Shane	Guest Parent	5:40 p.m.	8:17 p.m.
Andrew McDonough	Guest Kraus-Anderson	5:40 p.m.	7:45 p.m.
Peter Meidal	Member Parent	5:40 p.m.	8:17 p.m.
Ryan Carlson	Member Parent	5:40 p.m.	6:55 p.m.
Nathan Flansburg	Superintendent	5:40 p.m.	8:17 p.m.

I. CALL TO ORDER | PACT PLEDGE

Mr. Danger called the October 13, 2025, Budget and Finance Committee (BFC) meeting to order at 5:40 p.m.

II. ADMINISTRATIVE BUSINESS

A. Approval of Reviewed Claims

Mr. Carlson recommended the approval of claims batches A0925-A, A0925-B, A0925-C, A0925-D. Jay Rosenthal seconded the recommendation.

B. PACT Board Financial Report /Supplemental Information Designated Funds Report

Documents provided in the packet. Dr. Flansburg highlighted the following:

- Cash Balance as of the reporting period is steady at \$4,749,022 for July 31, 2025.
- Projected Days Cash on Hand (at June 30, 2026) is 100 days.
- Projected Days Cash on Hand with Receivables (at June 30, 2026) is 148 days.

Brad Lawrence recommended the approval of the financials as presented. Ryan Carlson seconded the recommendation.

C. Staff Health Insurance Renewal

Andrew McDonough presented Health Insurance bids and renewals. While there was no formal vote, BFC members unanimously agreed on a proposal to be presented to the board on October 15th.

D. S&P Ratings Update

PACT was expecting to receive a double downgrade, but S&P responded in no change, except for the negative outlook, which was changed to stable.

VII. ADJOURNMENT

The meeting adjourned at 8:17 p.m.

Regular Meeting of the Board
Thursday, September 4, 2025 7:00 PM Central

Secondary Campus Room B103 Media Center
7729 161st Avenue Northwest
Ramsey, MN 55303

Jason Busch: Present
Danae Heckmann: Present
Ryan Heineman: Present
Nicole Kallod: Present
Chad Lucas: Present
Amanda Mackereth: Present
Ann Ostendorf: Present
Nathan Plack: Present
Nicole Rhoad: Present

Present: 9.

Nicole Rhoad — attended via Zoom

1. Call To Order

2. Roll Call

3. Pledge of Allegiance

4. Approval of Agenda and Consent Agenda

Motion to accept this month's agenda and consent agenda items. This motion, made by Jason Busch and seconded by Chad Lucas, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea

Yea: 9, Nay: 0

4.a. Policy Updates

4.b. Human Resource Services

4.c. BFC Minutes

4.d. Board Minutes

4.e. Enrollment Update

4.f. June Financials

4.f.i. Financial Report - June 2025

4.f.ii. Supplemental Report - Deposits - June 2025

4.f.iii. Supplemental Report - Check Register - June 2025

5. Reports from Organizations

5.a. PACT Student Council Representative

5.b. Community Education - PACT Spotlight

6. Recognitions and Retirements

6.a. PACT Employee of the Month

7. Teaching and Learning

7.a. PACT Spotlight Presentation

7.a.i. Community Education

7.b. Teaching and Learning Report

7.b.i. Year-long Staff Professional Development Plan (action)

Motion to approve year long staff professional development plan. This motion, made by Ann Ostendorf and seconded by Jason Busch, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8. Administrative Reports and Recommendations

8.a. Superintendent Report

8.a.i. Policy 203 - Operation of the Charter School Board

Motion to approve and waive the second reading as presented. This motion, made by Ann Ostendorf and seconded by Chad Lucas, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.a.ii. BFC Member Recommendation - Peter Meidal

Motion to approve Peter Meidal as new BFC member. This motion, made by Jason Busch and seconded by Nathan Plack, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b. Human Resource and Operations Services

8.b.i. Coaching Stipends

Motion to approve the requested stipends for 2025 football season. This motion, made by Ann Ostendorf and seconded by Amanda Mackereth, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b.ii. Snow Removal Bid Recommendation (action)

Motion to approve snow removal bid. This motion, made by Jason Busch and seconded by Nathan Plack, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b.iii. Community Education Fees

Motion to approve Community Education Fees. This motion, made by Amanda Mackereth and seconded by Ann Ostendorf, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b.iv. Game day pay

Motion to approve Game Day pay. This motion, made by Jason Busch and seconded by Ann Ostendorf, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.c. Special Services Report

8.d. Elementary Principal Report

8.e. Secondary Principal Report

8.f. Communication and Community Engagement Report

9. Other Board Action

9.a. Board Chair Report

9.b. Other Board Reports

10. Adjourn

Motion to adjourn. This motion, made by Jason Busch and seconded by Amanda Mackereth, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

PACT K-12 Enrollment
September 2025



P A C T
Charter School

Grade Level	Enrolled	Total Seats	Grade Level Waitlist
Kindergarten (K)	110	110	115
First Grade (1)	115	115	80
Second Grade (2)	115	115	84
Third Grade (3)	116	116	66
Fourth Grade (4)	116	116	93
Fifth Grade (5)	116	116	52
Sixth Grade (6)	120	120	102
Seventh Grade (7)	122	122	63
Eighth Grade (8)	120	122	41
Ninth Grade (9)	125	128	30
Tenth Grade (10)	113	128	0
Eleventh Grade (11)	104	128	0
Twelfth Grade (12)	65	128	0

Total K-12 Enrollment	1457	1564	726
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2025-2026 Staff Contract Calendar

Important Dates:

AUGUST

- 14-15 New Teacher Training
- 19 Secondary Back-to-School Open House
- 21 Elementary Back-to-School Open House
- 25 First Day of School

SEPTEMBER (Character Trait: Respect)

- 23 Evening Conferences (all)
- 25 Evening Conferences (all)

OCTOBER (Character Trait: Citizenship)

- 16-17 MEA Break
- 23 End of Quarter 1

NOVEMBER (Character Trait: Gratitude)

- 24-28 Thanksgiving Break

DECEMBER (Character Trait: Compassion)

- 22-31 Winter Break

JANUARY (Character Trait: Integrity)

- 1-2 Winter Break
- 15 End Semester 1
- 19 Martin Luther King, Jr. Day

FEBRUARY (Character Trait: Cooperation)

- 10 Evening Conferences (all)
- 12 Evening Conferences (all)
- 16 Presidents Day

MARCH (Character Trait: Self-Control)

- 19 End of Quarter 3
- 30-31 Spring Break

APRIL (Character Trait: Responsibility)

- 1-3 Spring Break

MAY (Character Trait: Perseverance)

- 21 Last Day of School (K-12)
- 21 End Semester 2
- 21 Class of 2026 Commencement

July 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August 2025				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 2025				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October 2025				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December 2025				
M	T	W	T	F
1	2	3	4	5
	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January 2026				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2026				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2026				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2026				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Color Key:

	Non-Contract Day		Full Day
	Important date		1/2 Day

Student Contact Days per Quarter:

Q1: 38 | Q2: 40 | Q3: 39 | Q4: 37

The first 5 school days canceled for weather are e-Learning days for grades 6-12. Grades K-5 do not make up those dates. Make-up days after that are April 24 and May 8.

Required Evening Events:

Back-to-School Open House
Fall Conferences
Spring Conferences
Grade Level/Campus Concerts/Events
Literacy Night (Elementary)
Graduation (Secondary)
Other Events as Assigned

Violet: Good evening PACT School Board members and guests,

My name is Violet and I am in 4th grade. We're so excited to have the opportunity to share some of our plans for the elementary student council this year!

Caleb: Hi! My name is Caleb and I am in 5th grade. I would like to start off by reading the speech I shared with my class to earn the role of a student council representative.

—

Thank you for coming to my presentation. First of all I just want to say I really hope I can make these school lunches better.

Also I love student council even though I've never been one. This is a chance to make the school a better place than it already is. When you walk in with a frown on your face I want you to walk out with a smile.

This is my last year in elementary school so I want to make it the best. I want you and you and even you to go to school excited to learn! I want the students and the teachers to have the best year possible. So please vote for me . (Bow)

—

Violet: We are so excited to be part of the student council this year! I would like to share some of our plans that we are very excited to do.

- During our first meeting on Monday we created get-to-know-me posters that are hung up on a bulletin board, so that other students within the school know who the student council representatives are, a couple of fun facts about us, and who to go to if they have an idea or a question about what the student council does.
- We also planned spirit week themes for an upcoming week in October. We voted on each one to make it fair for everyone. Spirit weeks are great because classmates get extra excited for the week ahead, since they get to wear fun outfits and see their friends dressed up too. I really like the theme of ____
 - Caleb: My favorite theme is _____

- Starting next month, we are going to be collecting donations for families in need. We know that some families do not have as much as others. We want to give back and help those within our school community. It does not feel like it now, but since the cold months are right around the corner, we hope to receive donations of coats, snowpants, boots, hats, and gloves. A donation bin will be placed in the front office for these items.

Caleb: We also plan to do additional service projects such as creating tie blankets for a local hospital to bring some comfort to children in need. We also will be collecting donations to give to an animal shelter, which I am excited to do.

We are really excited for the year ahead where we are going to make a positive impact within our school and our community.

Violet: Thank you so much for listening to us share about all the things we are planning to do as PACT Student Council!

EMPLOYEE OF THE MONTH

September 2025

This certificate is presented to

Kaylie Brase

for exemplifying the qualities we value in our
employees: unwavering dedication, strong character,
and a deep sense of community.

Dr. Nathan Flansburg
Superintendent of Schools





October 2025

School Board of Directors:

It is my distinct pleasure to present Ms. Kaylie Brase, Fifth Grade Teacher, as the October 2025 Employee of the Month. Ms. Brase works joyfully and selflessly to support students, families, and colleagues at the Elementary Campus. We are beyond thankful for the efforts she puts forth to develop her students' independence, responsibility, sense of belonging, and academic success.

Ms. Brase is a leader. She serves as the Fifth Grade representative of PACT's Building Instructional Leadership Team and recently volunteered to also serve on PACT's Building and Operations Committee. These efforts showcase her commitment to PACT's teaching and learning initiatives as well as our day-to-day operations.

The PACT staff have expressed the following about Ms. Brase:

- Ms. Brase's students absolutely adore her, and it's clear why—she brings warmth, patience, and a deep sense of care into everything she does. (Josh Moeschl, Fifth Grade Teacher)
- It is clear that Ms. Brase has intentionally created a space where students feel safe, are excited to learn, and know how to work together in small groups on tasks that are just right for them. She exudes joy with her genuine smile, care for others, and enthusiasm to see the best in everyone. (Teresa Widen, Director of Teaching and Learning)
- Her ability to see people and help meet their needs is uncanny to me. She is generous with both her time and resources. She can be quoted for saying to those who work with her, "What's mine is yours." This statement displays not only generosity, but also the depth of her kindness and heart to see the people around her succeed and thrive. (Anna Wirtjes, Fifth Grade Teacher)
- She approaches every situation with positivity and a smile that brightens the day of everyone around her. She often seeks out feedback and collaboration, modeling what it means to be a lifelong learner and team player. (Jenelle Moehn, Assistant Director of Teaching and Learning)

In summary, Ms. Brase is an asset to our organization. Her commitment to PACT shines through daily.

Please join me in congratulating Ms. Kaylie Brase as our October 2025 Employee of the Month.

Sincerely,

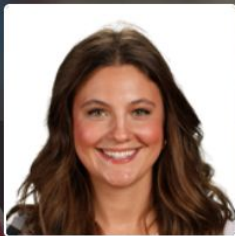
Dr. Nathan Flansburg
Superintendent of Schools



P A C T
Charter School

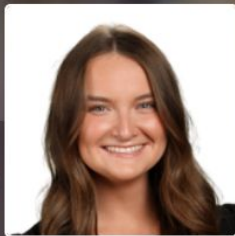
2nd Grade Spotlight

Meet the Teachers



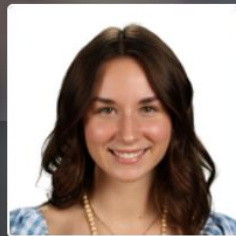
**Miranda
Barthel**

Grade 2 Teacher



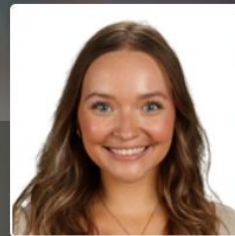
Elise Haus

Grade 2 Teacher



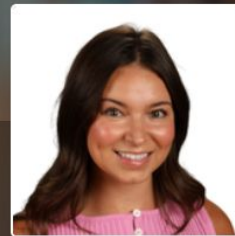
Kaia Kennedy

Grade 2 Teacher



Taylor Perrier

Grade 2 Teacher

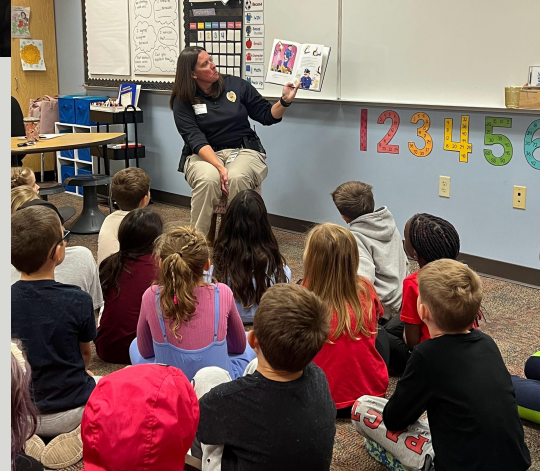


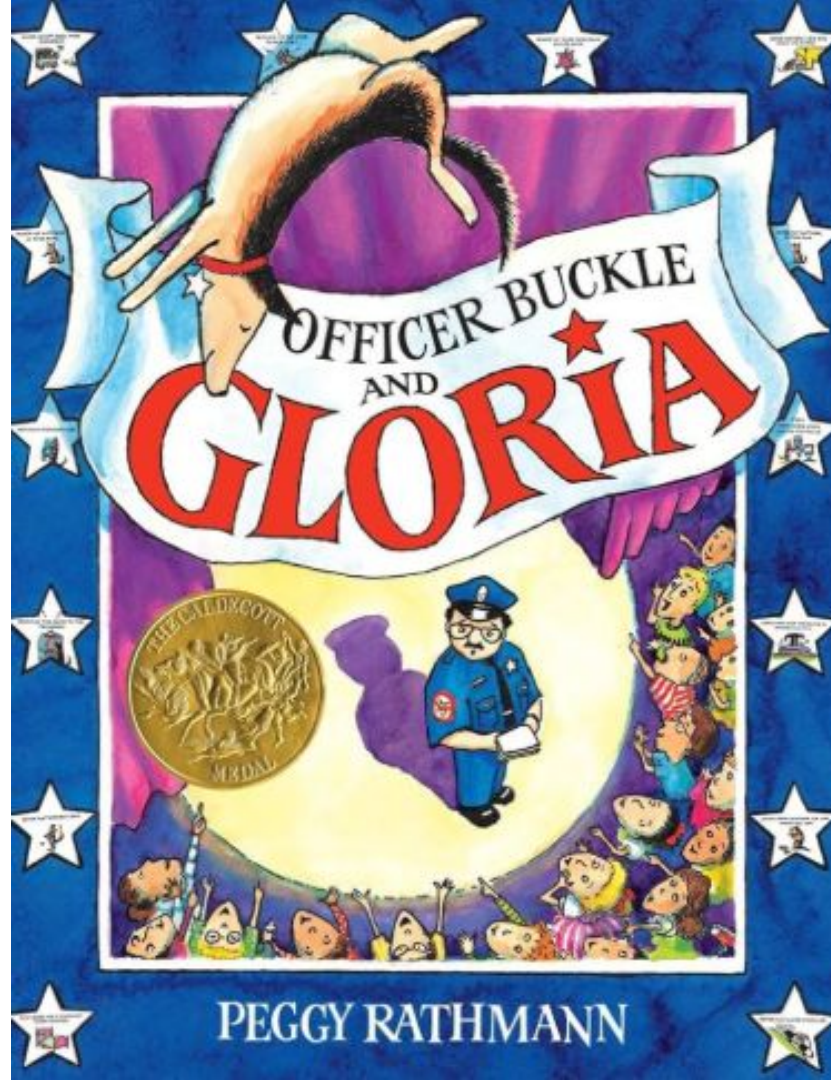
**Brooke
Thoennes**

Grade 2 Teacher

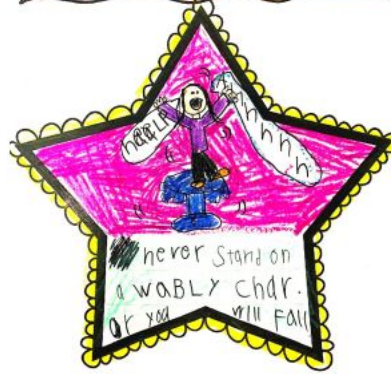


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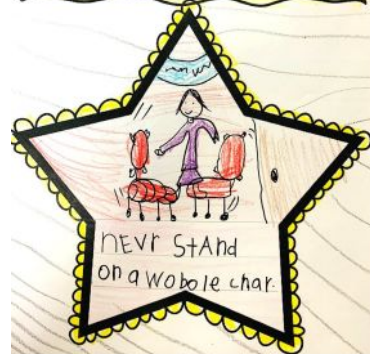
Officer _____'s
Safety Tip # 7 :



Officer _____'s
Safety Tip # 12 :

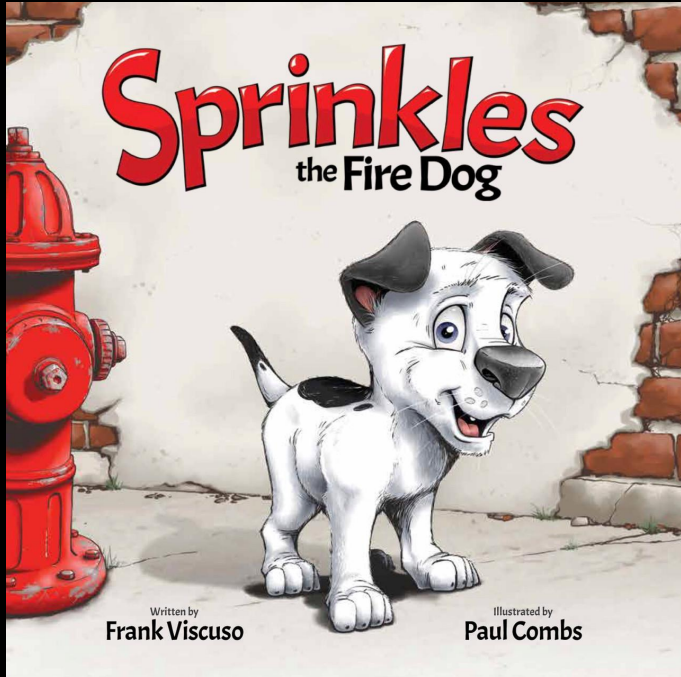


Officer _____'s
Safety Tip # 1 :



PACT
Charter School

October is Fire Safety Month!



We are honored this month to have more special readers from our community joining us to teach about fire safety and share their love of reading!



PACT
Charter School



Annie Wesp- PACT Parent
Andover Fire Department



Scott Perrier- Taylor's Dad
Anoka Champlin Fire Department



PACT
Charter School



To: PACT Charter School Board of Directors

From: Teresa Widen, Executive Director of Teaching and Learning | Literacy Lead

Teaching and Learning Highlights: September 2025

1. **PACT Charter School, as part of the Elementary and Secondary Education Act (ESEA), has been awarded Title III federal funds**, which allows us to support our EL teachers, students, families and EL programming. These funds must be spent in three different categories: teacher professional development, family literacy and engagement, and supplemental materials to support EL students. PACT Charter School will be sending our EL teachers to the MnTESOL conference in November as well as funding two advanced education courses through the Bureau of Education & Research (BER). We are in the midst of planning our EL Family Literacy and Engagement meeting on December 2nd. This will be a time of connecting with families, sharing how we support their child at school with EL services, and how we can partner with families as students progress in their English proficiency. We are also working with our EL teachers to select supplementary curriculum materials to support our EL programming at the secondary campus.
2. **Our Social Studies and Health Curriculum Review** teams have worked through phase 1 of our process. We created a vision and belief statement for each content area, unpacked the new MN state standards, and conducted a SWOT analysis of our current programming. I want to express gratitude for all the teachers and parents who are serving on the teams. I'm grateful for their time, passion, and commitment to our PACT students and academic rigor.

Phase 2 of our adoption includes:

- Developing curriculum criteria rubrics based on the state standards and best practices
- Determining curriculum programs to be reviewed
- Selecting the top three curriculum resources to be reviewed against the rubrics
- Contacting vendors for samples to review

Social Studies Curriculum Review Team		Health Curriculum Review Team	
Teacher	Mackenzie Darula	Teacher	Amy Morgan
Parent/DAC member	Jacq Washburn	Teacher	Josh Moeschl
Teacher	Nancy Singer	Teacher	Sharon Churchill
Parent	Jolene Taylor	Teacher/ Parent/ Board member	Ann Ostendorf
Teacher/Parent	Jason Tossey	Teacher	Bennett Olson
Teacher	Miranda Barthel	Parent	Jennifer Maas
Teacher	Makayl Dahl		
Teacher	Jared Barsness		

3. **Literacy Lead update:**

- The teaching and learning department attended a two-day training through Brightworks on the Science of Reading. This train to trainer session equipped us with professional development resources to use K-12 with teachers and paraprofessionals. Session 1 covers the theoretical framework for the Science of Reading; Session 2 focuses on phonemic awareness; Session 3 focuses on phonics; Session 4 focuses on vocabulary and comprehension.
- The Reading Interventionist team is working to define criteria for Tier 3 academic support. This criteria includes the examination of student data profiles including multiple data points such as FastBridge, CORE literacy assessments, Heggerty assessments, and MCA data. Once students qualify for Tier 3 support, their academic progress is regularly monitored and upon reaching grade level expectations students will exit this level of intensive support.

4. **Instructional Cabinet** continues to learn and implement our **MTSS structure of support and the 5D/5D+ framework**. This last month we collaborated with David Bernard, our Brightworks consultant, in defining what Tier 1 instruction is here at PACT. BILT teams at both the elementary and secondary campuses have, or will be, reviewing this definition to continue refine the definition. Our Instructional Cabinet also attended day 3 and 4 of the 5D/5D+ training. Our goal for the Professional Day on October 24th, is to provide clarity on how MTSS and 5D are interrelated. Meaning that all of the work PACT staff are engaging in such as goal setting, flexible student grouping, teacher observation and feedback, PLC work, BILT, etc. are all interrelated and connected to our goal of ensuring that all students develop their character and experience academic rigor on a daily basis.



District Advisory Committee (DAC) Board Report October 2, 2025

September 11, 2025 DAC Meeting

We had a robust three-hour meeting where many items were discussed:

1. DAC team members provided feedback on items to include on the district Teaching and Learning website, Elementary Campus site, and Secondary Campus site, which are under development.
2. PACT Professional Development highlights and Workshop Week reflections were shared. DAC reviewed the Year Long Professional Development Plan that was submitted to VOA and aligned with both the District Operational Plan and PACT Strategic Directions.
3. Dr. Flansburg and Ms. Widen presented a District Data Review of FASTBridge, MCA, ACT, and Graduation Rates, reflective of the 2024-25 school year. In alignment with our shared commitment to collective efficacy and continuous improvement, each data set was thoughtfully aligned with the district-wide goals established for the 2025-26 school year.
4. Dr. Bronson and Ms. Fomby shared the MDE approved “Empower Me” lessons for K-12 students. This resource addresses “Erin’s Law”, found in Minnesota Statute, with personal body safety for children lessons which will be piloted in K-5 classrooms during the 2025-26 school year, with district wide implementation possible in the 2026-27 school year.
5. Dr. Flansburg and Ms. Widen presented policies for feedback including:
 - Policy 625 - Instructional Material Selection and Use
 - Policy 626 - Reconsideration of Textbooks or other Instructional Resources/Materials
 - Policy 627 - Alternative Learning Plan and the Alternative Learning Plan Form
 - Policy 628 - Instruction of “Controversial Topics”
6. Teresa Widen shared the Title 1 Family Engagement Plan and PACT School Compact for Learning for annual review and feedback.
7. Curriculum Review Teams and Timelines were shared for Social Studies, Health, and Math. Feedback loops will occur at the November DAC meeting for both the Social Studies and Health Teams. The Math team will provide an update for feedback in January.
8. PACT Elementary Campus Volunteer opportunities were shared with DAC members.

Respectfully submitted,

Jacq. Washburn
DAC Parent Liaison

Teresa Widen
DAC Administrative Lead & Executive Director of Teaching and Learning



District Advisory Committee (DAC) Board Report
October 2, 2025

625 - INSTRUCTIONAL MATERIAL REVIEW SELECTION AND USE

I. PURPOSE

The purpose of this policy is to provide direction for continuous review, selection and use of textbooks, supplemental books, and other instructional materials.

II. GENERAL STATEMENT OF POLICY

- A. The PACT School Board recognizes that a well-articulated, excellent, and challenging curriculum is a cornerstone to the maximization of learning. The development, maintenance, and improvement of an effective and demanding instructional program involves the contributions of professional staff, parents and other community members.
- B. The Superintendent is directed to facilitate the development of an articulated K-12 curriculum which is consistent with School Board policy in general and the intent of current district objectives. The curriculum will specify in reasonable detail the instructional content appropriate to given grades and subjects. Plans for dissemination of, and compliance with, said curriculum will also be developed and maintained.
- C. The curriculum (including textbooks and supplementary materials) developed in the PACT Charter School District will provide student learning experiences designed to encourage appreciation of cultural, human dignity, and continued growth of individual self-worth for students as well as reduce and/or eliminate stereotyping, prejudice, and discrimination in group activities in alignment with PACT's character traits. The curriculum will also promote learning which will prepare students to live in a pluralistic society.
- D. While ultimate responsibility for determination of the instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee. The School Board will regularly look to the Superintendent for an accounting of the application of that authority.

III. RESPONSIBILITY OF SELECTION

A. Definition:

For the purpose of this statement of policy, the term "resources" will refer to any material(s) (whether acquired or locally produced) with educational content or function that is used for teaching/learning purposes. Examples include curriculum materials, school media center collections, licensed databases, and student resource lists.

B. Objectives:

The School Board affirms that it is the responsibility of its professional staff to utilize resources to support, enrich and help to implement the educational program of the school district. To reach those goals, the professional staff will:

1. Provide resources that enrich and support the goals and objectives of the education programs and curriculum, taking into consideration the varied interests, abilities, learning styles, developmental, and maturity levels of the students served.
2. Provide resources that will stimulate growth in factual knowledge, thinking and analytical skills, literary appreciation, and aesthetic values.
3. Provide resources about issues representing a variety of points of view, so that K-12 students may have an opportunity to develop with guidance the skills of reading, viewing, listening, and analysis, enabling them to make informed judgements in their lives.
4. Provide resources which illustrate the contributions to our national heritage and the world made by various groups in our society.
5. Provide resources about historical and contemporary forces in society to enable users to recognize and understand social, economic, personal and political topics.
6. Utilize professional judgment in the selection of resources appropriate to the educational programs and the school community and aligned with the mission, vision, and character trait values of PACT Charter School.

C. Responsibility for Selection of Resources:

1. Legal responsibility for the operation of the district, including the selection of educational resources, rests with the School Board. The School Board delegates the authority for the selection of resources to the professional staff employed by the district.
2. The selection of non-library classroom textbooks, instructional materials, and licensed databases is the responsibility of the Department of Teaching and Learning.
3. The selection of media center materials is delegated to the licensed media professional. While selection of materials involves the input of many people, including media specialists, teachers, students, supervisors, administrators, and parents/guardians, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the licensed media professionals in collaboration with the Teaching and Learning department.
4. All instructional materials, both curricular and supplemental, shall be subject to the reconsideration procedures policy (626)

D. Criteria for Selection of Resources:

The following criteria for the selection of educational resources shall be used as appropriate:

1. Resources shall support, and be consistent with, the educational goals of the district.
2. Resources shall be selected to enrich and support the curriculum and to meet the individual needs and interests of students.
3. Resources shall be appropriate for the age, social development, and maturity of the students.
4. Resources shall provide a variety of points of view.
5. Resources shall be judged as a whole.
6. Resources shall be selected for their strengths rather than rejected for their weaknesses.
7. Resources shall be selected in formats most suitable for intended use.

E. Procedures for Selection of Resources

1. Under the guidance of the Teaching and Learning department, teachers and licensed media specialists shall evaluate available resources and curriculum needs and will consult multiple professional selection resources. When possible, the actual item(s) shall be examined.
2. Gift resources shall be judged by the criteria outlined in Section D. Criteria for Selection of Resources and shall be accepted or rejected on the basis of those criteria.
3. Selection shall be an ongoing process which includes the removal of resources no longer meeting current selection criteria.

Cross References: Policy 626 – Reconsideration of Textbooks or Other Instructional/Supplementary Materials
Policy 627 – Alternative Instruction

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

626 - RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL/SUPPLEMENTARY RESOURCES/MATERIALS

I. PURPOSE

The purpose of this policy is to outline a procedure for reconsideration of textbooks or other instructional/supplementary resources/materials.

II. GENERAL STATEMENT OF POLICY

- A. The PACT School Board recognizes individual differences of opinion relating to the instructional program. While there is no law explicitly requiring public charter school districts in Minnesota to provide parents or guardians the option to see reconsideration of textbooks or other instructional supplementary resources and materials, the PACT School Board has requested that the administration provide a process for reconsideration.
- B. Parents/Guardians of current PACT Charter Schools students and district staff members may request an opportunity to review materials and submit a request for reconsideration of the use of certain curriculum including textbooks or other instructional/supplementary resources/materials.
- C. When materials are required as part of the formal curriculum, parents and guardians may request alternative instruction for their child as outlined in School District Policy 627.
- D. No parent/guardian shall determine the reading, viewing, or listening resources for students other than their own children.
- E. The Superintendent or Superintendent's designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional/supplementary resources/materials.

III. DEFINITIONS:

- A. The term "resources" will refer to any material(s) (whether acquired or locally produced) with educational content or function that is used for teaching/learning purposes. Examples include curriculum materials, school media center collections, licensed databases, and student resource lists. The following procedure will be used and resolution may be accomplished in any of the following ways.

IV. PROCEDURE FOR RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

- A. If reconsideration is being requested, resolution shall first be attempted between the concerned party and the professional media personnel and/or the teacher.
- B. If a resolution is not obtained, the concern shall be directed to the building principal. The principal will contact the concerned party, provide the concerned party with a copy of Policy 625 & 627, and arrange a meeting with the concerned party and appropriate

professional staff. The principal will also inform the Executive Director of Teaching and Learning about the request for reconsideration and seek guidance per Policy 625.

- C. The principal and appropriate professional staff shall:
 - 1. Listen to the concerned party's reasons for concern.
 - 2. Explain the school's related policies and procedures and the criteria used for the selection of resources.
 - 3. Explain the place of the resource in the educational program and its intended educational use.
 - 4. Try to resolve the concerned party's concern, up to and including considering and determining protocols to be used with their child(ren).
- D. If a resolution is not reached with the concerned party, the matter will be referred to the Executive Director of Teaching and Learning. The Executive Director will follow up with the concerned party to hear the concern.
- E. After hearing the concern, the Executive Director of Teaching and Learning will review Policy 625 and if the criteria have been met, may affirm the decision of the principal and the matter is resolved. At that time, the specific educational resource/material in question shall not be considered for a further review and/or reconsideration for a period of at least three years from the date of the final action.
- F. If the Executive Director of Teaching and Learning determines that criteria in Policy 625 were not met or there is not consensus with the principal and other involved professional staff, the Executive Director will convene a review committee and the concerned party will be asked to complete the form titled: Request For Reconsideration of Resources or Materials in a timely manner.

V. EDUCATIONAL RESOURCE REVIEW COMMITTEE

- A. If it is determined that an educational resource review committee will be convened, the Executive Director of Teaching and Learning will chair the committee and will identify committee members. The committee shall be identified and convened on an as-needed basis. Each member shall serve on the committee for the duration of the review.
- B. Representatives shall be selected or based on the nature of the concern, but the committee shall include, at a minimum:
 - 1. 1 (one) Media Specialist
 - 2. 1 (one) Parent – Building administration will elect/select parents willing to serve on this committee from the campus the instructional material is located
 - 3. 2 (two) District Advisory Committee (DAC) Parent Members

4. 2 (two) Teachers from either the elementary or secondary campus based on where the text is located. DAC teachers/staff may also serve as the teacher committee members.
5. Site Administrator from the campus where the book is located
6. 1 (one) member of Teaching and Learning department

Staff assigned to the school where the concern originated, and/or those involved in previously hearing directly from the concerned party, may provide input but will not participate as a member of the review committee.

C. Educational Resource Review Committee Procedures

1. The Educational Resource Review Committee Chair shall arrange a Committee meeting and the Committee shall:
 - a) Examine the questioned resource as a whole.
 - b) Discuss the resource in the context of the educational program and the educational use of the resource.
 - c) Hear input from appropriate persons including the individual(s) expressing the concern and professional staff using the resource.
 - d) Reach a decision about the continued use of the resource.
2. Educational Resource Review Committee Resolution
 - a) Upon completion of the review process, the Executive Director of Teaching and Learning shall, within a timely manner, share the written decision of the Resource Review Committee with the Superintendent and provide copies to all appropriate individuals as determined by the Executive Director.
 - b) A copy of the final written report, if applicable, accompanied by any materials related to the proceedings as determined by the Executive Director will be the official record of the review.
 - c) Privacy rights of any members of the Educational Resource Review Committee will be protected to the extent allowed by law.
3. The decision of the Educational Resource Review Committee regarding reconsideration of textbooks or other instructional/supplementary materials shall be final and binding. The specific educational resource/material in question shall not be considered for a further review for a period of at least three years from the date of the final action.

Cross References: Policy 625 – Instructional Material Review Selection and Use
Policy 627 – Alternative Instruction

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026



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PACT CHARTER SCHOOLS
Proposed Alternative Student Learning Plan (627) Form

If a resolution with the classroom teacher was not obtained as a result of the Teacher Level Review, please complete the following form with the requested information. Then send the completed form to the building principal for a Building Level Review. Refer to Policy 625 for more information.

Parent/Guardian: _____

Phone: _____ Email: _____

Regarding Participation of (student): _____

Elementary Grade/Secondary Course: _____

Please describe the area of content/curriculum for which you are proposing an alternative student learning plan.

What do you see as a potential resolution to be included in the alternative student learning plan?

I understand that:

- The proposed plan is subject to review and may not be approved as presented.
- Any proposed plan must adhere to district policy 627.
- Any cost associated with the approved Alternative Learning Plan is the responsibility of the parent/guardian.

Parent/Guardian Signature: _____

Date: _____

Office Use Only:

Received By: _____ Title: _____

Date: _____



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AGREEMENT OF ALTERNATIVE STUDENT LEARNING PLAN

Details are as follows:

Alternative Student Learning Plan agreed upon by the following parties:

Student: _____ Signature: _____

Date: _____

Parent/Guardian: _____ Signature: _____

Date: _____

Teacher: _____ Signature: _____

Date: _____

Administrator: _____ Signature: _____

Title: _____ Date: _____

627 - ALTERNATIVE STUDENT LEARNING PLAN

I. PURPOSE

The purpose of this policy is to give direction when an alternative student learning plan for a unit or lesson is requested by a parent/guardian.

II. GENERAL STATEMENT OF POLICY

- A.** The School Board recognizes that the district has a responsibility to create inclusive classrooms, guided by MN State Standards, and to deliver on the mission of PACT Charter Schools. Teachers have the responsibility to use their professional recommendations in relation to topics and materials as they relate to MN State Standards and PACT Charter Schools approved curriculum. This policy outlines an orderly process for resolution when a parent/guardian has a concern about an instructional topic or material in their child's classroom.
- B.** While ultimate responsibility for determining instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee, who shall be responsible for the development of guidelines and procedures to identify the steps to be followed.

Cross References: Policy 625 – Instructional Material Review Selection and Use
Policy 628 – Instruction of "Controversial Topics"

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

628 - INSTRUCTION OF "CONTROVERSIAL TOPICS"

PURPOSE

The purpose of this policy is to provide guidance for the teaching of "controversial topics".

DEFINITIONS

- A. A "controversial topic" involves a topic about which an individual and/or group may urge the district to alter the discussion or learning of said topic in the schools. It may deal with a topic for which society has not found a solution, and it is of sufficient significance that all proposed ways of dealing with it arouses a contrary response, or it may involve a material that contains language or treatment of topics that are objectionable to the citizen challenging the topic.

GENERAL STATEMENT OF POLICY

- B. The school board recognizes that the district has a responsibility to include, in various curricular areas and at both the elementary and secondary campuses, content dealing with topics and using materials, some of which may be considered controversial or raise objections by some members of the community.
- C. Development of rational thinking and preparation for citizenship are the primary reasons for including the study of potentially controversial topics and/or materials in the curriculum.
- D. The district has a responsibility to give the student:
 - 1. an opportunity to study controversial topics or read controversial materials which have political, economic or social significance about which they will begin to have an opinion.
 - 2. access to all relevant information, including the materials that circulate freely in the community.
 - 3. competent instruction balancing the various points-of-view in an atmosphere free from bias and prejudice.
 - 4. the right to form and express their own opinions on controversial topics or materials without jeopardizing their relations with teachers or the schools.
- E. Deliberate effort shall be made by the teacher to achieve balance over time in the viewpoints to which students are exposed. The teacher shall not espouse a biased viewpoint that is intended to influence students' creation of their own viewpoints.
- F. While ultimate responsibility for determining instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee, who shall be responsible for the development of guidelines and procedures to identify the steps to be followed.

GUIDELINES

1. The topic or material is related to the course of study or to relevant current events and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The topic or material should be developmentally appropriate for students in the respective class.
3. Discussion or study of an issue that is initiated by the students, should be related to relevant or current events, or the established curriculum.
4. The topic or material should contribute toward helping students develop techniques for examining other controversial topics or materials.
5. Available information about the topic or material is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
6. Multiple sides of the topic or material are given a proper hearing, using established facts as primary evidence.
7. The topic or material has points of view which can be understood and defined by the students.
8. The teacher does not use their position to forward their own religious, political, economic or social bias.
9. Any outside speaker shall be approved by the Principal or administrative designee prior to utilization of the speaker. Upon the request of a student or parent/guardian, the student will be excused from class during a "controversial unit." Alternative student learning may be provided as outlined in Policy 629, Alternative Student Learning.
10. The oral or written presentation of the topic or material does not violate state or federal law.

Cross References: Policy 625 – Instructional Material Review Selection and Use
Policy 627 – Alternative Student Learning Plan
Policy 627 Form - Alternative Student Learning Plan Form

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026



Date: 10/2/2025

Subject: Proposal for Fees & Pay Adjustment

Dear Board Members,

I am writing to present the proposed fee structure for our upcoming community education programs. These programs are designed to support student engagement, leadership development, and enrichment opportunities across a variety of interests.

Proposed Fees

Activity	Fee	Season
Middle School Dance Team	\$260*	Winter
Community Ed: Domeball	\$300	January - March

Rationale

These fees are set to balance affordability for families while ensuring sustainability of program costs, including staffing, materials, facility use, and league participation. The Middle School Dance Team fee was previously approved at \$140, which was in alignment with Community Education fees. However, Mr. Schaak realized that the fee should have actually been in alignment with the MS Activity fee of \$260. Domeball has historically been offered at PACT and will now fall under Community Ed, as it is not a MSHSL activity.

Proposed Pay for Science Olympiad Coach

Science Olympiad Coach pay request for 2024-25 in the amount of \$1700 for year. Two practices per week from mid October to March/April range.

Proposed Pay Adjustment

The Board previously approved Site Supervising fees are for Fall activities. Since the approval, the Activities Director has found it challenging to hire Site Supervisors for soccer games at \$25/game. We would like the Board to consider approving a new rate of \$40/game for soccer games.

We respectfully request the Board's approval of these proposed fees so that we may proceed with program registration.

Sincerely,
Tracy Peters



RE: October 2, 2025 Operations Update

Dear Board Members,

This memo provides a comprehensive update on key operational areas, including Activities, Community Education, Information Technology, Accounting & Finance, Human Resources, Facilities, and Transportation. Progress has been made in several areas, such as expanding student opportunities, resolving long-standing technical challenges, streamlining financial and HR processes, and strengthening infrastructure support. These updates reflect ongoing efforts to ensure smooth daily operations while laying the groundwork for future growth and efficiency.

Activities

- **Winter Activities:** The Winter Activities Meeting is scheduled for Monday, October 6th.
- **Fall Activities:** Fall sports and programs are moving into the latter half of their seasons.
- **Booster Club:** The Booster Club is preparing a presentation for HOM Furniture regarding a potential Press Box project.

Community Education & MS Activities

- Expanding club offerings at the secondary level and introducing new ones at the elementary level.
- Notable improvement in middle school athletic performance year-over-year.
- Adding a new middle school winter activity: Dance Team.

Information Technology (IT)

- **Parent Square Integration:** Resolved a long-standing issue with Parent Square's SQL script that automates account creation for staff who are also parents. By re-writing the script, we were able to resolve persistent errors. Parent Square has since requested to use this updated script as a model for other schools.
- **Server Backups:** Ongoing configuration of RAID 5 local backup storage for new servers. The system is over 10TB in size, requiring significant time and resources to complete.

- **Cloud Backup:** Gathering bids for cloud backup solutions to complement local storage.
- **MIIC Integration:** Initiated the process of automating MIIC (Minnesota Immunization Information Connection) into Infinite Campus.

Accounting & Finance

- Continued collaboration between PACT and EdFin has highlighted the need to define and implement standardized processes.
- **Kris Foltz** will be providing one day per week of dedicated support until further notice.

Human Resources

- **Payroll:** With two of the most complex payroll cycles completed, the HR team is now focusing on streamlining and improving efficiency in payroll processes.
- **Benefit Deductions & Reconciliation:** Actively reconciling benefit deductions and statements with support from Kris Foltz. This effort will allow the team to prepare in advance of open enrollment elections.

Facilities

- **Fire Marshal Inspection:** The Elementary campus received its scheduled inspection on **September 25, 2025**. Results are expected within 7–10 business days.
- **HVAC Automation:** Three operations team members have been trained by Great River Automation to remotely adjust and monitor HVAC systems at the Secondary campus.

Transportation

- All routes have been finalized.
- The Transportation Coordinator is collaborating with Kottkes to create a bus route app for the pink and peach routes.

Please do not hesitate to reach out with any questions or for further clarification.



To: PACT Charter School Board of Directors

From: Dr. Lara Bronson, PACT Elementary Principal

1. Read 2025!: Our “Reading Celebration” day was held on September 22. Class buddies (older students paired with younger students) walked together to the Ramsey Parks and Recreation Amphitheater, “The Draw,” and were greeted with high fives and smiles by Ramsey County Police Officers. Classroom teachers each read a book to their classes, buddies and police officers read together, and then we participated in an A-Z scavenger hunt around the park. Students went home with bookmarks and a new enthusiasm for reading.
2. Activity with PTO: We are very thankful for the dinners PTO provided to our staff on the evenings of parent-teacher conferences. We look forward to raising school funds through their “Cash Calendar” initiative this month.
3. Conferences: PACT teachers welcomed families on Tuesday, September 23 and Thursday, September 25. We had a phenomenal turnout and look forward to continuing the two-way communication and partnership patterns established since the beginning of the year.
4. Student Learning Goals (SLGs): Teachers took time on our most recent non-school Friday to write individual student learning goals for each student in their classes, focusing on how to move in the direction of a year’s growth in a year’s time. Specific action plans for how to achieve these goals were also written and are referred to in Professional Learning Communities (PLC) meetings every week.
5. Calm Corner Success: Classroom teachers continue to see success in their “calm corners” - allowing for students to self-regulate when needed. Some PACT families have communicated with teachers that they have created “calm corners” in their homes for the same purpose.
6. Focus on Safety: In the first month of school, PACT Elementary students have participated in three evacuation drills, one hold drill, and one lockdown drill. We are committed to implementing the new Standard Response Protocols we learned during Workshop Week.
7. “Principal Good News Phone Call of the Day”: Beginning this month, I have asked teachers on a rotating basis to send me names of students who are worthy of formal “shout outs” from the principal. Students come to my office and we make phone calls together to their family members to tell them about the great things they are doing and the character traits they are showing at PACT.
8. Something fun! Speaking of shout outs... Elementary Staff can offer formal “shout outs” to one another for going above and beyond in their work. We read the shout outs at the end of staff meetings. This year I have begun giving staff time to give “Family Partnership Shout Outs” - a time of sharing about the best partnership moments of the past couple of weeks. Teachers are inspiring one another to not only go the extra mile for their students and each other, but to be intentional about positively connecting with families of their students throughout the year.



To: PACT Charter School Board of Directors

Principal Update

FastBridge Scores

- We had our fall FastBridge testing and are using the scores to help us hone in on students that would benefit from intervention. Scores were encouraging, with some grades showing growth of up to 12%, and five of seven grade levels showing significant improvement.

Conferences

- We had incredible turnout for conferences this year. Teachers were proactive in sending out their availability for Tuesday, and most teachers were fully booked. Both conference nights were a great opportunity to welcome our parents in and provide space for discussion about student progress, and a chance for them to have an additional contact point with our new staff. We were so thankful for the PTO for providing meals for staff before conferences on Tuesday and Thursday. Their continued support and generosity is greatly appreciated and valued.

School Pride

- We had our first home varsity football game at Panther Stadium. Student and staff turnout was great and we had far more fans than the stands could hold. We got to cheer on our football players, and at half time, the Pantherettes provided a stellar performance. The Snack Shack made its debut, and it was all around such a good night for the PACT community. We look forward to more nights together under the lights!

Hiring Update

- We made our final hire for the year! Mr. Mark Suggs is our new behavior para at Secondary. With more students on campus this year, it has been beneficial to have more support for our students. Mr. Suggs has over 20 years of experience working with students toward their success and has already been an asset on the Secondary Campus. We have a bonus addition, Dr. Joel Olson, who is a principal intern from Bethel University. He began working with us over the summer, and will now be on campus with us a few times a week, and we are fortunate to have him with us!

Professional Development

- During our first full professional development day, we spent time working on student learning goals, and for the first time, the Secondary Campus has PLCs not only by department, but now by grade level. Our team was impressed with teachers moving beyond what was comfortable and working by grade levels in a cross-curricular way to identify action steps that will help us grow our students in literacy. We look forward to continuing the work and are so thankful for a staff willing to dig in to the data and examine their own practices. Our administrative team has also started teacher observations and we are encouraged by the good work we are seeing in the classroom.



PACT School Board of Directors:

Here is an update from the Office of Communication and Community Engagement for September 2025:

Marketing

Our marketing approach, centered on communication, focuses on building strong, lasting relationships with families and the wider community. Instead of just promoting programs, we strive to foster trust, loyalty, and engagement through clear, consistent, and meaningful communication. We do this by sharing information that addresses our audience's needs, connecting through multiple channels—including email, social media, newsletters, our website, and community events—while maintaining a consistent brand voice and tone. We also promote two-way communication so families feel heard and valued. Through updates, stories, celebrations, and reminders, we keep families informed while showcasing PACT's culture, values, and impact, making sure our community feels like true partners in the educational journey.

In September, our digital interactions on Facebook reached 102,000 views with a reach of 11,500. Meanwhile, on Instagram, we had 93,000 views and a reach of 2,500. To date, our website has had over 297,000 hits since its creation.

Enrollment

Enrollment remains strong across grades K-9, while grades 10-12 currently have immediate openings. Total enrollment for the 2025-2026 school year is 1,460 students. There are 724 students on the K-12 waitlist for the 2025-2026 school year. In September 2025, 10 students withdrew across grades K-12. All seats were filled again, except in grades 10-12, where the waitlists have been exhausted. The 2026-2027 enrollment lottery remains open until November 1, 2025, with 447 applicants currently on the waitlist for 128 available spots.

Website Development

The new website is 80% complete, with priority given to finishing the Secondary Campus site first, as it significantly affects enrollment. Most of the remaining work involves academic content.

Communications

As of September 2025, 58% of students are registered and actively using StudentSquare, and 78% of parents are registered and actively using ParentSquare. Families who have not yet registered still receive all email announcements to stay informed. The district's crisis communication plan is being developed, with messaging frameworks in progress. Advance notifications to parents about safety drills were sent in September to promote transparency and preparedness.

Community Engagement

PACT participated in the Ramsey Happy Days event on September 6, setting up a booth to connect with families and share information about our school. The PACT Dance Team also performed at the community parade. The Back-to-School Bash was held on September 12 at Central Park. This annual event, sponsored by the Panthers Booster Club and PACT Panthers PTO, was a highlight of the year. All proceeds (approximately \$5,000) went directly to support PACT activities.

Respectfully,

Christine Erntson
Director of Communication and Community Engagement